

image with my clothes and shoes. As time went by, however, my mother's answer was no longer always "yes" to everything.

One day I asked my mother for a little extra money to go shopping. After giving me a long speech about not spending too much on clothes, she decided to give me a credit card with the intention that I could learn to handle money like an adult. Though she warned me that \$150 is the absolute maximum I could spend every month, I thought I'd be free.

During the first two months, I only used the card to buy small things. But one day, I bought a pair of boots that cost \$250. My mother asked me to give her back the credit card. Once she took the card away, things changed a lot. All the things I wanted seemed out of reach. I knew she wasn't going to give me the credit card back or buy me the expensive things I wanted, and consequently I was in desperate need of a job to support my spending habit.

But it was about more than just having the money to support my habit. I also knew my mother was right. Image was everything to me, and my image was about having what everyone else had. Now that I am older, image is still important to me, but having the latest of everything isn't. I have a lot more responsibility and adult expenses now, so I focus on buying the things I need first and worrying about wants later. This has helped me realize what you wear doesn't make you who you are.

21. What did the author think of fashion trends?

- A. It brought a lot of attention.
- B. It was an attempt of social acceptance.
- C. It needed parents' support.
- D. It made a person feel important.

22. Why did the mother give the author a credit card?

- A. To give freedom to her.
- B. To get a discount when shopping.
- C. To teach her to manage money wisely.
- D. To guarantee her enough money to spend.

23. What does the author finally realize?

- A. Image is of no importance.
- B. Life is about more than material things.
- C. Saving money is more important.
- D. She should work to cover her expenses.

B

When children start kindergarten, evident gaps in science knowledge already exist between Whites and minorities and between youngsters from upper-income and low-income families. And they often deepen into significant achievement gaps by the end of eighth grade if they are not dealt with during elementary school.

The findings suggest that, in order for the United States to maintain long-term scientific and economic competitiveness in the world, policymakers need to renew efforts to ensure access to high-quality, early learning experiences in childcare settings, preschools and elementary schools.

The researcher's study tracked 7,757 children from their start in kindergarten to the end of eighth grade. Researchers found that, among kindergartners with low levels of general knowledge, 62 percent were struggling in science by the time they reached third grade and 54 percent were struggling in that subject in eighth grade. And general knowledge gaps between minorities and Whites were already large at the time when students began kindergarten.

"Children growing up in low-income families typically experience comparatively fewer early opportunities to learn about the natural and social sciences," the authors wrote. "Their parents often have

lower educational levels and therefore less science knowledge themselves as well as fewer resources available to direct the children's academic growth. Children raised in poverty often attend poorly resourced schools that further limit their academic opportunities.”

Morgan said that, within families, parents who regularly talk and interact with toddlers (学步的儿童) can point out and explain physical, natural and social events occurring around them daily. This might help youngsters learn facts and concepts that will prepare them to take better advantage of science instruction they receive during elementary and middle school.

24. What did the researchers suggest policymakers do?
- A. Make superior education available to children.
 - B. Narrow income gaps between different families.
 - C. Give extra lessons to children from poor families.
 - D. Strengthen competitive awareness of kindergartners.
25. What can parents do to help their toddlers learn?
- A. Give them more nutritious food.
 - B. Offer them more learning resources.
 - C. Let them attend science courses for kids.
 - D. Create learning opportunities in daily life.
26. Which of the following can be the best title for the text?
- A. Income Gaps Affect Children's School Performances
 - B. Provide More Available Access to Childhood Learning
 - C. Science Knowledge Gaps Are Obvious in Kindergarten
 - D. Equal Education Is Important in Kindergarten

C

Artificial intelligence, or AI, has slowly begun to influence higher education around the world. Now, one new AI tool could change the way university students evaluate their professor. The tool is called Hubert, a teacher evaluation tool that appears as an AI-powered chatbot (聊天机器人). Instead of filling out a form, students use a chat window to give feedback (反馈) on the course and their professor. Afterwards, Hubert categorizes the students' comments for the professor to review.

Hubert is free for educators to use. More than 600 teachers have used it already. The goal of the new Hubert program is to improve education by giving teachers detailed, organized feedback from students.

Viktor Nordmark, from Sweden, started the company in 2015, with several friends. Before creating Hubert, the founders asked teachers what would improve their teaching skills. The answer, Nordmark said, was qualitative (定性的) feedback from their students. In other words, teachers wanted students to write detailed answers to open-ended questions about their experiences in class.

Qualitative feedback is different from the survey responses, which students are often asked to provide at the end of a class. “This kind of data takes a lot of time for professors to collect and analyze,” Nordmark said. And for the students, it can also be “really boring to fill out.” So Nordmark and his friends designed Hubert as a compromise between a traditional survey and a personal interview. “You can reach a really large crowd, but you can also get really qualitative data back,” Nordmark said.

Now, when Hubert receives comments from students, it compares them with the information already in its system to organize the data. Nordmark says that Hubert will continue to get smarter as it receives more comments in the future. Nordmark says he and his co-founders have plans to make Hubert more flexible and accurate. They hope to give teachers the possibility of selecting their own evaluation questions.

27. What can be inferred about traditional teacher evaluation?
- A. Its data is easy to collect
 - B. Users are charged for using it

第三部分：语言运用（共两节，满分 45 分）

第一节：完形填空（共 20 个小题；每小题 1.5 分，满分 30 分）

阅读下面短文，从短文后各题所给的四个选项（A、B、C 和 D）中，选出可以填入空白处的最佳选项。

As I sat motionless on the steps of the pool, watching everyone else swim back and forth, I realized that I had spent most of my life watching others enjoy themselves. It was then that I 36 a little girl staring at me with a look of confusion. I smiled at her, hoping to 37 the ice by talking to her. Unfortunately, my 38 failed and she just kept on staring. My 39 increased as a little boy swam up to me and said, "I feel sorry for you."

After the encounter a thought 40 me. I had to change 41 the world viewed me. Because it was children who stared at me the most, I decided to write a children's book that taught them about 42 in a fun way. This is when KatGirl, a super hero in a 43 who helps children that are being bullied (欺凌), came into my 44.

I quickly 45 inside my apartment and began creating the story. As I wrote each word, I could 46 my future as a world-famous author and public speaker. My excitement 47 like wildfire. Over the next two years, the story 48 many changes before it saw the world in the spring of 2011. My perseverance 49 paid off.

One day I was invited to speak to the students at a neighboring school. I confidently wheeled into a classroom filled with students who 50 at me just like the little girl in the pool. "How do you feel when you see me?" I asked them. The kids bravely 51, "I feel sorry for you."

I opened my book and started reading. Immediately I noticed the children's stares turned to 52. "How do you feel when you see me?" I asked again. Without 53 they replied, "You are so cool! Does your chair fly too?" I just smiled, "No, not yet, but maybe some day." I knew in my heart that this was 54. The past two years has proven to me that with 55 anything is possible.

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|---------------------|------------------|----------------|------------------|
| 36. A. suggested | B. watched | C. appreciated | D. noticed |
| 37. A. break | B. forget | C. remove | D. deliver |
| 38. A. project | B. attempt | C. anger | D. advice |
| 39. A. relief | B. curiosity | C. awkwardness | D. encouragement |
| 40. A. occurred | B. stuck | C. struck | D. beat |
| 41. A. what | B. when | C. how | D. why |
| 42. A. disabilities | B. potentials | C. paintings | D. manners |
| 43. A. pool | B. wheelchair | C. car | D. spaceship |
| 44. A. heart | B. mind | C. thought | D. imagination |
| 45. A. wheeled | B. walked | C. rushed | D. raced |
| 46. A. regard | B. realize | C. consider | D. picture |
| 47. A. folded | B. spread | C. recovered | D. declined |
| 48. A. turned down | B. went through | C. looked up | D. got around |
| 49. A. generally | B. carefully | C. eventually | D. separately |
| 50. A. called | B. glimpsed | C. laughed | D. stared |
| 51. A. responded | B. greeted | C. agreed | D. continued |
| 52. A. doubts | B. jokes | C. smiles | D. tears |
| 53. A. hesitation | B. discussion | C. intention | D. imagination |
| 54. A. funny | B. strange | C. false | D. true |
| 55. A. generosity | B. determination | C. popularity | D. harmony |

第二节：概要写作（满分 25 分）

阅读下面短文，根据其内容写一篇 60 词左右的内容概要。

In the past, most people exercised every day. They didn't exercise on purpose. Instead, they exercised by working on the land and by walking everywhere. Now, however, people do not take as much exercise. Many people work in offices or factories where they do not have to move around very much. Now that cities are so big, few people (especially in the West) walk to work. They drive or travel by bus or train. With modern telecommunication, they don't have to move around to get messages delivered. What they have to do is just to press a few buttons on their phones or other devices.

Because of this unhealthy modern lifestyle, many people try to exercise in other ways. Jogging and running are very popular, especially in America. Going to the gym is also a popular way of getting exercise. Many women prefer to go to aerobic classes at the gym. In these classes, music is played loudly and an instructor shouts out instructions for the exercises. The people in the class run, stretch and jump around for an hour or more. Men and women also do weight training at the gym. They lift heavy weights to build up their muscles and make them strong.

Although thousands of people do these sorts of exercises every day, some experts believe that they are actually bad for the body. Running on hard surfaces like roads can damage your feet and knees, and aerobics and weight training can be dangerous if the instructor is not properly trained. It is easy to hurt yourself or strain your muscles lifting heavy weights, or exercising hard for a long period of time.

These experts believe that more gentle forms of exercise are better. They advise people to walk more as it is one of the best ways to exercise, and does not damage the body at all. They also suggest traditional Chinese exercises such as Tai Chi because these activities are better for the body than hard, fast activities like running. Tai Chi trains your flexibility and improves your sense of balancing which are being lost while aging. Meanwhile, it has the least negative impact on your joints and knees.
